



**THE
LEA APPLICATION
FOR THE
COMPRHENSIVE
SCHOOL DEMONSTRATION
PROGRAM**

**SOUTH DAKOTA
DEPAARTMENT OF EDUCATION
Updated January 2004**

DISTRICT AND BUILDING INFORMATION

A. District Information

District Name:	
Name of CRSR Contact Person and Title:	
Address:	Telephone Number
City:	Zip + 4
E-Mail Address:	Fax
Authorized Representative Printed Name , Signature, and Title:	Date:

Building Information

School Name	Grade Span
Name of Principal	Telephone Number
Address	Fax
City	Zip
E-Mail:	
Name of Comprehensive School Reform Design Model	Amount of Grant Funds Requested for Year One Minimum is \$50,000 per school. Maximum is \$110,000 per school.

I, HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct. I also certify, that the local school district will provide guidance, support, and technical assistance to the school(s) receiving funding under the Comprehensive School Reform Program.

_____ Signature of Principal	_____ Date
_____ Signature of Superintendent	_____ Date
_____ Signature of School Board Chairperson	_____ Date

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SECTION B - STATEMENT OF ASSURANCES

GENERAL ASSURANCES:

The local education agency (LEA) hereby assures the South Dakota Department of Education and Cultural Affairs that:

1. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities.
3. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.
4. The applicant will adopt and use proper methods of administering each such program, including—the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring or evaluation.
5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the U.S. Secretary or other Federal officials.
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The applicant will --- submit such reports to the State education agency (which shall make the reports available to the Governor) and the U.S. Secretary as the State educational agency and the U.S. Secretary may require to enable the State educational and the U.S. Secretary to perform their duties under each such program; and maintain such records, provide such information, and afford such access to the records as the State education agency (after consultation with the Governor) or the U.S. Secretary may reasonably require to carry out the State educational agency's or the U.S. Secretary's duties.
8. Before the application was submitted, the applicant afforded a reasonable comment.
9. Funds will be used to increase the level of State, local, and other non- Federal funds.
10. Equitable participation of non-public schools (if any or if applicable) will be provided. The applicant will consult with officials of non-public in a meaningful and timely manner, provide non-public participants genuine access to equitable services and equal expenditure of funds.

PRO-CHILDREN ACT OF 1994 ASSURANCE

I hereby acknowledge that the LEA of which I am the authorized representative, has adopted the provisions of the Pro-Children Act of 1994. (The Pro-Children Act requires that smoking not be permitted in any indoor facility used routinely or regularly for the provision of "children's services" to persons under age 18, if the services are funded by specified Federal programs either directly or through State or local governments.)

GUN FREE SCHOOLS ACT ASSURANCE

I hereby acknowledge that the LEA, of which I am the authorized representative, has adopted a Gun Free Policy that is in compliance with SDCL 13-32-4.

LOBBYING

As required by Section 1,352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification that he or she shall attach an explanation to this application.

DRUG-FREE WORKPLACE

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. iJ J4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.i ~ 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. UJ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g)~2 Z 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. [290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C~ 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. ~ Z~ 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. J E276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. ~Z 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. E c 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C.5 27401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.Ci~ 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 1469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in Research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A133, i Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED REPRESENTATIVE:

DATE:

SECTION C – 427 GEPA STATEMENT

General Education Provisions Act (GEPA) Section 427 Assurance

In compliance with Section 427 of the General Education Provisions Act, as amended by Pub. L. 103-382, **all applicants for grant awards** made by the Department of Education **are required to describe** in their applications **the steps they propose to take to ensure equitable access to, and equitable participation in, the proposed grant activities with federal funds.**

Potential barriers that can impede equitable access to and participation in these programs include gender, race, national origin, color, disability, or age. Steps to overcome these barriers must be described below:

SECTION D – COMPETITIVE PREFERENCES

The SD Department of Education and Cultural Affairs will assign priority points to participating schools based on the following information:

Check **either** Title I **or** Non-Title I below and all of the following in that category that applies to your school:

:

_____ **Title I school** (Possible 30 priority points)

_____ Is school-wide (10 points)

_____ Identified for School Improvement (has not made Adequate Yearly Progress on State Assessments) (10 points)

OR

_____ Is in the “alert” status for needing improvement (10 Points)

_____ Has high percentage of poverty students (40% and above). (10 points) Indicate %age _____

_____ **Non-Title I school** (Possible 30 priority points)

Shows a decline in:

____ state assessment data in the last two years, (5 points)

____ attendance rates for staff, (1 point)

____ attendance rates for students, (1 point)

____ parental involvement in school and school activities. (2 points)

Shows an increase in:

____ student dropout rate, (2 points) List average %age over the last two years ____

____ discipline rate, (1 point) List approximate %age during SY 02-03 ____

____ retention percentages, (1point) List %age during SY 02-03 ____

____ teacher turnover, (1 point) List number of teacher turnovers during the past two years ____

____ administrator turnover. (1 point) List number of administrator turnovers during the past two years ____

____ High percentage of poverty. Indicate %age ____ (10 points)

____ Has built a robust technology infrastructure to support teaching and learning or has plans underway to develop such an infrastructure. (5 points)

SECTION E – ABSTRACT

School Profile: Include no more than a one-page abstract that describes a general overview of the demographics of the district and targeted school and the community served, and a brief description of the CSRD reform program and activities it will be implementing. **(10 points)**

SECTION F – NARRATIVES

Provide a written description of how the school reform program will address each CSRD component below. Responses to the items in Section F should be precise, concise, and limited to a total of thirty (30) typewritten pages. Type the question number and the question in bold print followed by your response in regular print, double-spaced, font size 10 or 12. Type on only one side of the paper. If necessary, cross-reference information to avoid repetition. Refer to the U.S. Department of Education's CSRD Program Guidance for definitions and additional information.

Describe the research-based comprehensive school reform model the school will implement by addressing each of the following narrative items:

1. COMPREHENSIVE SCHOOL/DISTRICT NEEDS ASSESSMENT: (25 points)

- a. **Describe your school's/district's comprehensive needs-assessment process addressing the areas of school management, curriculum, instruction, technology, classroom management, resource materials, professional development, and assessment. Include in this narrative information about when the comprehensive needs assessment was completed, who was involved in completing this assessment, what valid and reliable measures of student achievement and other educational outcomes were used as data sources to identify these needs, the disaggregation of any data, which specific needs have been identified and which data supports these identified needs, and, if applicable, how these school needs compare with the overall district needs. (20 points) See DATA-BASED DECISION MAKING at: <http://www.ael.org/dbdm>**
- b. **Identify the strengths of your school. (5 points)**

2. GOALS/MEASURABLE OBJECTIVES/BENCHMARKS: (25 points)

- a. Based on your needs assessment, state
 - (1) the overall goals relating to student performance of your school's reform effort ,
 - (2) your specific measurable objectives related to these goals, and
 - (3) benchmarks directly linked to the implementation of the CSRD program and indicating progress in student performance. (15 points)
- b. State who will be responsible for measuring the student achievement and explain the indicators/assessments (pre- and post-interventions) that will be used to determine if the goals and objectives have been met or if you have made progress toward meeting these during and after the 1st year of implementation. (10 points)

3. EFFECTIVE RESEARCH-BASED METHODS AND STRATEGIES (25 points)

- a. Describe and document evidence with references as to how the model meets one of the following requirements:
 - the program has been found, through scientifically-based research, to significantly improve the academic achievement of participating students; OR
 - the program has been found to have strong evidence that it will significantly improve the academic achievement of participating children. (Refer to U.S. Department of Education CSR Guidelines at <http://www.ed.gov/programs/guidance/guidance2002.doc> for the distinction between scientifically-based research and strong evidence.) Also check the following document: Identifying & Implementing Educational Practices at <http://www.ed.gov/rschstat/research/pubs/rigorousevid/index.html> (15 points)
- b. Describe the research-based strategies for improving student achievement that will be used to address the needs and goals identified by your school in Section 2, a. above. (10 points)

4. COMPREHENSIVE DESIGN OF MODEL PROGRAMS (25 points)

Describe the model your school has chosen to implement and include:

- a. a description of the theory or theories underlying this model's design with references to the literature explaining why the model improves student learning; (3 points)
- b. a description of how the adoption of this model integrates a comprehensive design that addresses all of the following---school management, curriculum, instruction, classroom management, technology, resource materials, professional development, and assessment; (5 points)
- c. a listing of the goals/objectives/benchmarks of the model program; (2 points)
- d. an explanation of how your school's needs/goals/objectives/benchmarks align with those of the model program and how your school's adoption of this model will help integrate and employ proven, innovative strategies and methods for student learning, teaching and school management; (5 points)
- e. an explanation of how the comprehensive design specifically aligns the school's curriculum, technology, and professional development into a school-wide reform plan designed to enable all students, including children from low-income families, children with limited English proficiency, and children with disabilities, to meet challenging South Dakota content and performance standards and addresses needs identified through the school needs assessment; (3 points)
- f. a description of how the model has been fully implemented and replicated successfully with significant student achievement gains, as confirmed through an independent, third-party evaluator, in schools with characteristics similar to your school. List a minimum of three schools in which the program has been effectively sustained for at least three years and briefly explain the similarity of demographics of those schools with your school. (5 points)
- g. Identify all model developer(s) to be involved in the CSRD program, provide a detailed description of the services the model developer(s) will provide and describe the role of the LEA personnel in implementing the reform program. (2 points) (Provide in Section I of this application written (signed) evidence/documentation of the commitment of the model developer to assist your school in the development and implementation of this reform effort.)

5. DISTRICT, PARENT AND COMMUNITY SUPPORT AND INVOLVEMENT (20 points)

- a. Describe (1) the process used to determine support for selecting and implementing the reform model and (2) the nature and level of support for your Comprehensive School Reform among the school faculty, staff, and administrators, district-level staff, school board, and families and community. (Provide in Section J of this application written evidence/documentation that all groups are well informed and that a majority of the staff support the implementation of the proposed design. (5 points)
- b. Describe how you will sustain the level of support for your program; i.e., how the school will ensure continuity of the program in the event of key personnel changes in administration and/or faculty. (3 points)
- c. Identify district personnel and positions of the individuals involved in assisting with the completion of the grant application process and describe how they were involved. (3 points)

- d. Describe the technical assistance, professional development and support that the district personnel will provide for the effective implementation of the comprehensive school reform program to the school. (3 points)
 - e. Describe the process for the meaningful involvement of the parents and the local community in planning and implementing school improvement activities required by the reform effort that (1) address the needs and goals identified by your school and impact classroom instruction and student achievement and (2) will be integrated into the multiple components of your Comprehensive School Reform efforts. (6 points)
- 6. PROFESSIONAL DEVELOPMENT (20 points)**
- a. Describe how the school's adoption of this model aligns with the professional development needs identified through the school's data-driven assessment and provides high-quality and on-going, results-based professional development that will (1) address the needs and goals identified by your school in Section 2, a., above, and (2) show how the plan will impact classroom instruction and student achievement and result in continued improvement of the skills necessary to successfully implement the model. (5 points)
 - b. Describe how your school will provide high-quality and continuous teacher and staff professional development and training over the three-year period that focuses on all components of the comprehensive design.; i.e., the skills and knowledge educators need to possess to effectively implement the chosen model. (5 points)
 - c. Explain how the anticipated changes of teacher effectiveness will be appropriately and reliably measured. (5 points)
 - c. Describe the professional development schedule including content and timelines of professional development activities extending over the 3 granting years. (5 points)
- 7. EXTERNAL TECHNICAL SUPPORT AND ASSISTANCE (20 points)**
- a. Describe the school's plan to utilize high-quality, unbiased third-party, external support and assistance from an entity such as an institution of higher education. Include evidence that the technical assistance is high quality, accessible, maintains adequate resources, has capacity to deliver the proposed services, and has experience and expertise with the components of comprehensive school reform and improvement. (10 points)
 - b. Indicate the person who will provide this external support and assistance and specify the exact kind(s) of assistance the external supporter will provide. For verification of agreement, in Section K of this application include a signed copy of correspondence or a *Memorandum of Understanding* with the external provider. (10 points)
- 8. SUPPORT FOR TEACHERS AND PRINCIPALS (15 points)**
- a. Describe how the CSRD program will provide support for teachers, principals, administrators, and other school staff by creating shared leadership and a broad base of responsibility for reform efforts. (10 points)
 - b. Explain how the program encourages teamwork and the celebration of accomplishments. (5 points)
- 9. IMPLEMENTATION OF MODEL PROGRAM: (20 points)**
- Describe how the proposed model for school reform will be implemented. Provide a timeline of activities for the proposed implementation of the school reform model over the three-year granting period.
- 10. EVALUATION OF PROGRAM IMPLEMENTATION: (20 points)**
- a. Describe your school's process for evaluating the implementation of Comprehensive School Reform, including the sources of data such as evaluations and feedback from your model provider, technical assistance provider(s), school district, and other evaluation sources including surveys, and observations. (15 points)
 - b. Explain how you will provide on-going monitoring of the following areas: (1) goals/objectives, (b) standards and curriculum, (3) instruction, (4) assessment and evaluation, (5) family and community involvement; (6) professional development, and (7) support and sustainability of the school reform. (5 points)
- 11. ASSESSMENT OF STUDENT ACHIEVEMENT: (20 points)**
- a. Explain how the school's goals, measurable objectives, and benchmarks align with South Dakota's Content Standards, and the State and local assessments; i.e., what is your school doing to address the coverage of all of the content standards. Some of this information may refer to your stated goals/objectives/benchmarks in Section 2, a., above. (10 points)
 - b. Describe your school's process for assessing the achievement of all students using the baseline student achievement data from school year(s) prior to implementing your CSRD program and other student achievement data. How will you measure progress over time? (5 points)
 - c. State whether your school or program has been identified as needing improvement? If so, state the deficient content area(s) and the grades showing those deficiencies and describe the steps that will be taken by the CSRD model developers and the district/school to address these areas of need. (5 points)

12. ANNUAL EVALUATION AND ACCOUNTABILITY: (15 points)

- a. List the specific local indicators developed around the school's measurable goals and benchmarks and describe how the multiple indicators chosen to evaluate the implementation of the program and/or evaluations conducted by the external evaluator and model developers will be used for evaluating the implementation and success of the school reform effort. (5 points)
- b. Describe the process that the school will utilize to evaluate the impact of the CSRD program on the achievement of the students over time. Address any monitoring strategies and processes that the school will utilize to evaluate and, if necessary, revise its implementation. (5 points)
- c. Explain the involvement of the external evaluator(s) and/or model developer(s) in both the formative and summative evaluations conducted. (5 points)

13. COORDINATION OF RESOURCES: (20 points)

- a. Explain how the implementation of the CSRD model program integrates with and supports the overall school improvement initiatives; e.g., Title I - Part A, Titles II - Part A, III, IV, V, etc. (5 points)
- b. Identify the Federal, State, local and private financial and other resources and explain how your school will use other resources to coordinate services to support and sustain the school reform efforts. (5 points)
- c. Describe how the school's resource allocation (financial, time, technology, human, etc.) will (1) address the needs and goals identified in Section 2, a., above, (2) address how you will build capacity to sustain reform once the grant expires, and (3) impact classroom instruction and student achievement. *Include ALL resources available to the school for the comprehensive school reform.* (10 points)

SECTION G – BUDGET AND BUDGET NARRATIVE

COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROGRAM BUDGET FORM 1

(20 points total for budget and narrative)

Complete the budget form below by indicating the amount of funds requested in each category as well as the total.

School District Name:

School Name:

Object Codes	Year One Amount of CSRD Funds Requested	Year Two Estimated CSRD Funds	Year Three Estimated CSRD Funds
100 – Salaries:			
Professional	\$	\$	\$
Non-Professional	\$	\$	\$
200 – Benefits	\$	\$	\$
300 - Purchases	\$	\$	\$
400 – Supplies/Materials	\$	\$	\$
500 – Capital Acquisition	\$	\$	\$
<u>Travel</u>	\$	\$	\$
<u>Indirect Costs</u>	\$	\$	\$
TOTAL	\$	\$	\$

Object/ID Code	<u>Example</u>	Object/ID Code	<u>Example</u>
100	Professional salaries; paid to certificated individuals; i.e., certified teachers. Non-Professional salaries – salaries paid to other staff that are not certificated; i.e., paraprofessionals, secretaries, teachers' aides, bus drivers.	400	Supplies/Materials- Expendable items that are consumed, worn out, or deteriorated in use; includes equipment that costs less than \$500, freight, books, school supplies.
200	Employee benefits- payments made on behalf of employees that are not part of gross salary; i.e., insurance, Social Security, retirement, unemployment compensation, Workers Compensation, annual leave, sick leave.	500	Capital Acquisition – Acquisition of materials over \$500.
300	Purchased services-services performed by those with specialized skills and knowledge; i.e., school management support activities, data processing, management consultants, auditors, accountants, lawyers.		Travel – Expenditures for staff travel, including mileage, airline tickets, taxi fares, meals, lodging.

The budget narrative should be limited to 3 single-spaced pages and should describe in detail each line item of the budget included in the above Budget Form 1. For each budgetary category specify the

personnel, contracted services, travel supplies, equipment, and other services the budget will provide. Where possible, indicate the estimated unit prices (e.g., hourly rates, number of hours, cost of equipment and other materials). Your school may be asked to adjust its budget on the recommendation of the DECA review team.

Signature of Authorized Personnel: _____ Date: _____

SECTION H – COMMITMENT OF MODEL DEVELOPERS

Attach a letter of commitment from your proposed model developer(s), if appropriate.

SECTION I – EVIDENCE OF SCHOOL SUPPORT

Attach document(s) providing evidence of school support of the proposed program.

APPENDIX

Note: Do not put any attachments in appendices - information that is pertinent to your application should be included in your narrative responses.